Accommodations Toolkit

Screen Reader: States' Accessibility Policies, 2023

This summary of states' accessibility policies for **screen reader** is part of the *Accommodations Toolkit* published by the National Center on Educational Outcomes (NCEO)[1]. The toolkit also contains a summary of the research literature on screen reader (/nceo/accommodations-toolkit/screen-reader-research).

Accessibility policies often have several tiers of accessibility features: universal features, designated features, and accommodations.[2] Figure 1 summarizes how states included screen reader in their accessibility policies for students with disabilities in 2023. Figure 2 summarizes how states included screen reader in their accessibility policies for English learners in 2023. Table 1 shows how screen reader was included in the policies, while Table 2 contains additional details and specifications.

Figure 1. States' Accessibility Policies for Students with Disabilities for Screen Reader, 2023

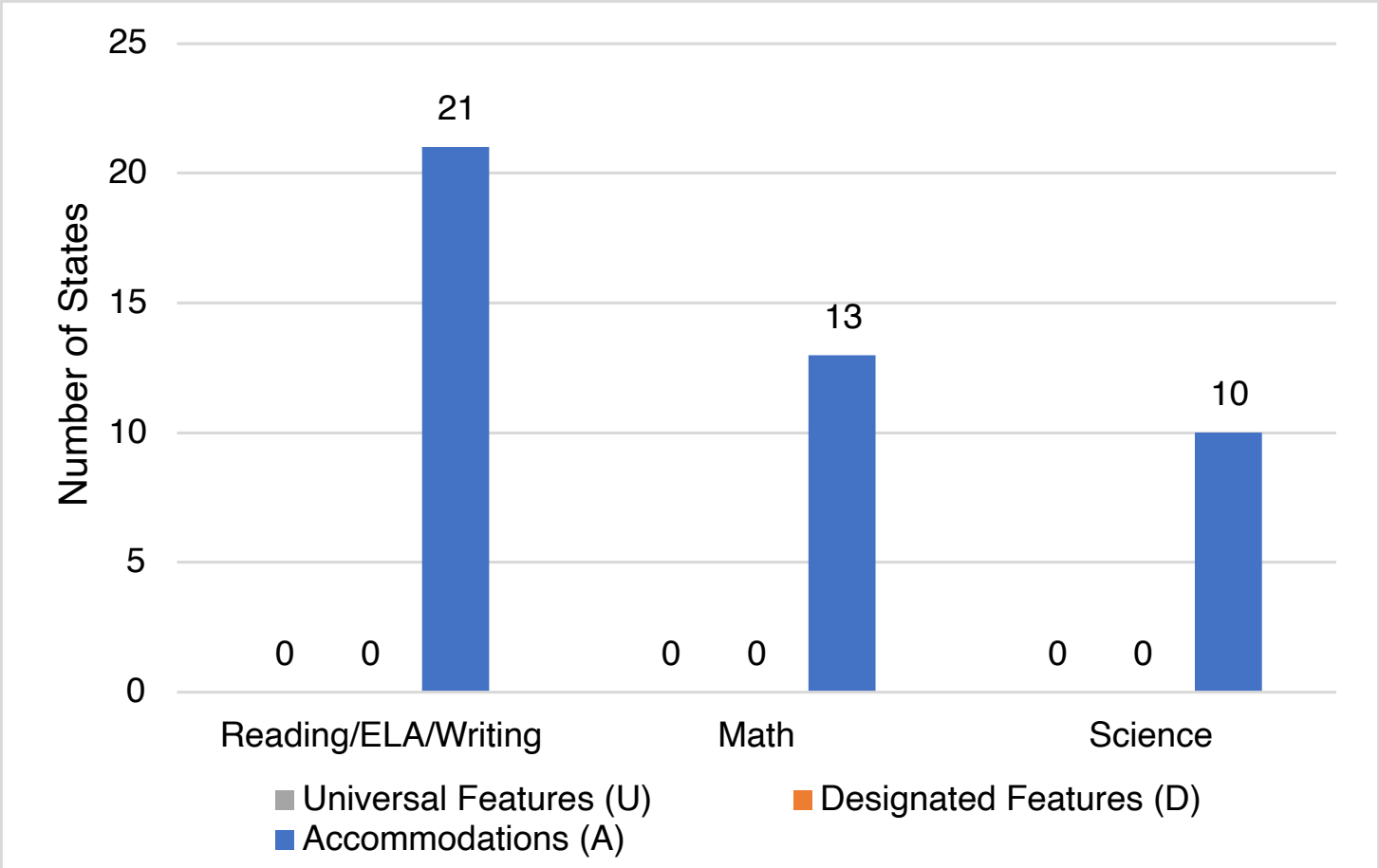

Figure 2. States' Accessibility Policies for English Learners for Screen Reader, 2023

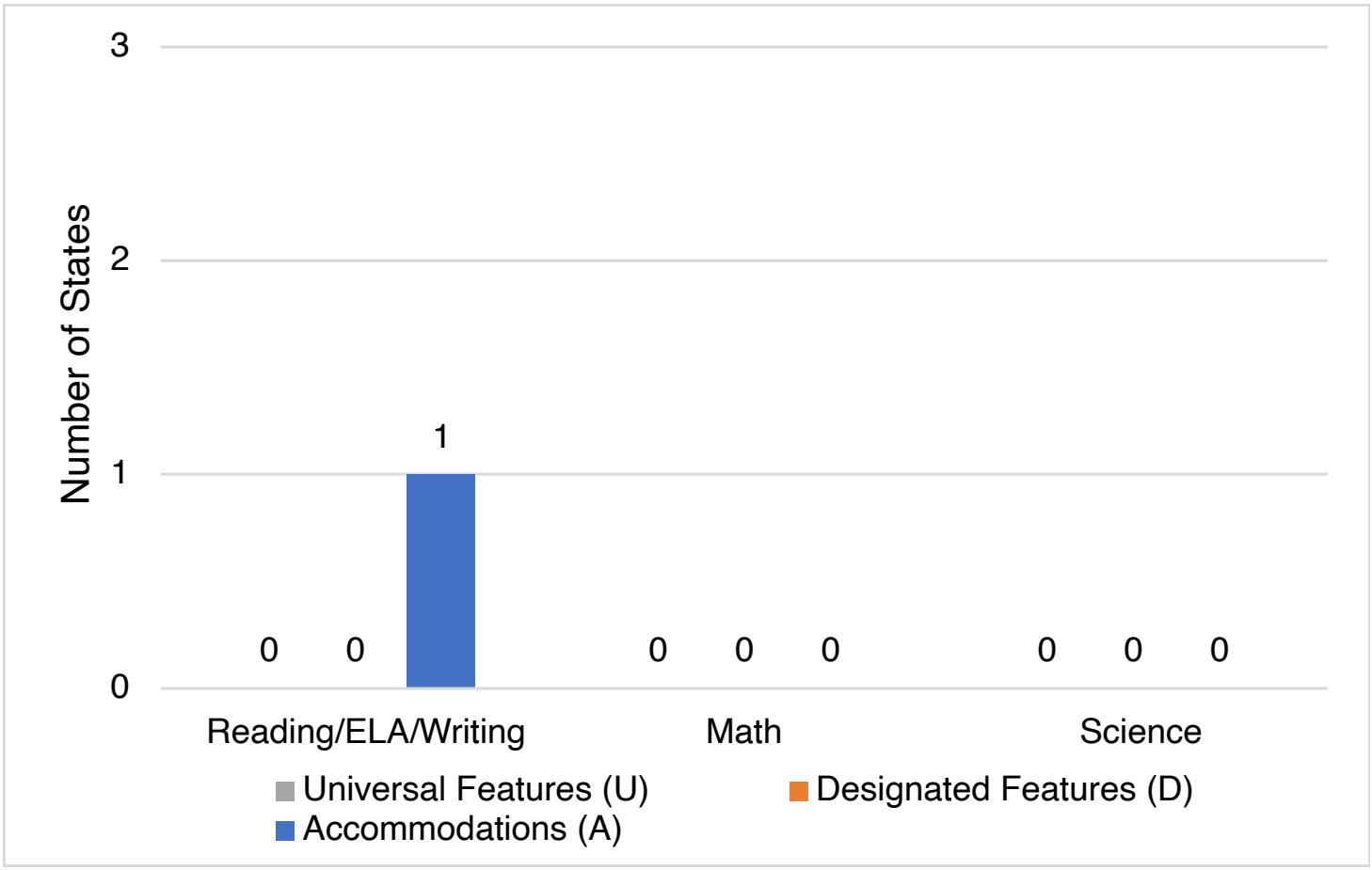

Table 1. Accommodations Policies for Screen Reader by State, 2023

U = Universal Feature, D = Designated Feature, A = Accommodation, ELA = English Language Arts, X = Allowed, SD =

State	Reading/ELA/Writing			Math	
	U	D	A	U	
Alabama			SD		
Alaska					
Arizona					
Arkansas					
California					
Colorado	P	P	P		
Connecticut					
Delaware					
District of Columbia			SD		

Florida					
Georgia			SD, E		
Hawaii			SD		
Idaho			SD		
Illinois			SD		
Indiana					
Iowa					
Kansas					
Kentucky					
Louisiana					
Maine					
Maryland			SD		
Massachusetts			SD		
Michigan					

Minnesota	P	P	P		
Mississippi					
Missouri					
Montana			SD		
Nebraska					
Nevada			SD		
New Hampshire					
New Jersey			SD		
New Mexico					
New York					
North Carolina			SD		
North Dakota					
Ohio			SD		

Oklahoma					
Oregon			SD		
Pennsylvania			SD		
Rhode Island			SD		
South Carolina					
South Dakota			SD		
Tennessee					
Texas					
Utah			SD		
Vermont					
Virginia					
Washington			SD		
West Virginia			SD		

Wisconsin					
Wyoming			SD		
Total (Students with Disabilities)	0	0	21	0	
Total (English Learners)	0	0	1	0	

Note: Blank cell = no policy found

Table 2. Details and Specifications: States' Screen Reader Accessibility Policies

State	Details/Specifications

Alabama	**Accommodation:** Software programs that allow blind or visually impaired users to read the text that is displayed on the computer screen with a speech synthesizer or braille display. Setting: Individual Considerations/Constraints: • Student must have an IEP or Section 504 Plan and a documented visual impairment. • Students who do not use Screen Reader software on a regular basis in the classroom should not use Screen Reader software on the ACAP Summative. Screen Reader software is not appropriate for students who do not have a visual impairment. • Screen Reader software is not embedded in the DRC test engine, and neither DRC nor ALSDE is able to assist with the installation or functionality of the chosen software. • The Screen Reader accommodation is available in Math and Science and for the language and writing sessions on the ELA assessment. It is not available for ELA reading sessions. • This accommodation must not be provided for the first time on test day. It should be software with which the student is familiar and that he or she has been using in the classroom. • Make sure the student has had an opportunity to practice with the Online Tools Training (OTTs) and the Screen Reader software. Set Up: • Students using Screen Reader software must test individually, with a Test Administrator (Scribe) and a Proctor. • All Math and Science sessions can be administered using Screen Reader software. Only the language and writing sessions of the ELA assessment can be administered using Screen Reader software. The Test Administrator is responsible for turning off the Screen Reader for the reading sessions of the ELA assessment. Failure to turn off the Screen Reader for the reading sessions of the ELA assessment will result in an invalid test administration. • The BTC or TAC should work with the Technology Coordinator to ensure that the appropriate Screen Reader software is downloaded on any computers that will be used for visually impaired students who need a Screen Reader accommodation. • The test is untimed. Note: If the device being used for the assessment has a Mute button, we strongly recommend that the Test Administrator mute the device until after the Test Administrator reads the verbal instructions aloud to the student. If the device is not muted, the student will hear the

	screen reader while the script is being read.

Colorado	**Accommodation (Math):** Assistive technology: Students who use assistive technology to access instruction in the classroom on a day-to-day basis, for assessments, and have appropriate documentation on their formal IEP or 504 plans may use the technology for state assessments. Assistive technology includes but is not limited to computers and adaptive computer input/output devices. Hearing aids, FM systems, or glasses are not considered assistive technology for the purposes of state assessments. Some students may require software that is not compatible with TestNav. These students may have a second device in the testing environment to provide access to that software. The second device may not have Internet access. The Assistive Technology (AT) Form is only available for ELA and math, not science. The AT form is intended to interact with specific types of AT software, such as JAWS or adaptive keyboards. Not all constructed response editing tools are available for student use because of the interactions of the AT software. Please ensure that any student assigned to the AT form is using software specifically intended for access to computers. Do not assign the AT form to students utilizing programs that require a second device (e.g., speech-To-text, word prediction, etc.) or who use other types of assistive technology such as FM devices or hearing aids. Ensure that Bluetooth and internet connectivity on secondary devices are disabled during the time of assessment. Note: Contact CDE Assessment for use of a screen reader on ELA. Use of a screen reader on ELA is a modification to the assessment. Any modification of the assessment is a misadministration and will result in an invalid score. For assistive technology that is compatible with TestNav, special form assignment is required. Braille (computer-based assessment): A student who is blind or has a visual impairment takes the assessment using their preferred screen reader software (e.g., JAWS 15), pending a trial using the math and/or ELA Assistive Technology practice forms (securely delivered through the PAnext Training Site) with the student's assistive technology device or software. This online accommodated form reads information on the screen using screen reader software for ELA and math only. If the student is not using headphones, the student must test in a separate one-on-one setting. Notes: • Contact CDE Assessment for use of a screen reader on ELA. Use of a screen reader on ELA is a modification to the assessment. Any modification of the assessment is a misadministration and will result in an invalid score. • A student who uses screen reader may also need tactile graphics. Refer to the Tactile Graphics information later in this section. • The science computer-based assessment is not compatible with screen reader software. It is recommended the Test Administrator/TVI order the Braille kit (see

	Paper-based Assessment information below).
District of Columbia	**Accommodation (ELA, Math):** Screen Reader Version: The Screen Reader Edition accommodation is intended for students who are blind or visually impaired. A student may take the assessment using his or her preferred screen reader software (when available) with a refreshable braille display. For Screen Reader Edition, the student does not use a refreshable braille display or hard copy braille edition because they have either not yet learned, or are unable to use, braille. A student who uses a screen reader or refreshable braille will also receive a full hard copy braille edition because tactile graphics will be embedded in the hard copy braille edition assessments, when needed. **Accommodation (ELA):** Refreshable Braille Display with Screen Reader Version for ELA Assessments: The Refreshable Braille Display with Screen Reader accommodation is intended for students who are blind or visually impaired on the ELA assessments. A student may take the assessment using his or her preferred screen reader software (when available) with a refreshable braille display. A student who uses a screen reader or refreshable braille will also receive a full hard copy braille edition because tactile graphics will be embedded in the hard copy braille edition assessments, when needed.
Georgia	**Accommodation (ELA):** Oral Reading of English Language Arts (ELA) passages: The use of this conditional accommodation for the English Language Arts Georgia Milestones, regardless of grade level, must be restricted to only those students with IEPs/IAPs who meet ALL eligibility criteria outlined below: 1. The student has a specific documented disability that severely limits or prevents his/her ability to decode text at any level of difficulty, even after varied and repeated attempts to teach the student to do so (i.e., the student is a non-reader, not simply reading below grade level); and 2. The student has access to printed materials only through a reader or electronic format during routine instruction; and 3. There are clear and specific goals within the student's IEP addressing the deficits which necessitate the need for this conditional accommodation. NOTE: The preferred method of administration for this conditional accommodation is the screen reader. Where a human reader delivers the accommodation, examiners must adhere to directions provided in the posted Read-Aloud Guidelines.

Hawaii	**Accommodation (ELA):** Read aloud (for ELA reading passages, all grades): Text is read aloud to the student via an external screen reader or by a trained and qualified human reader who follows the administration guidelines provided in the Smarter Balanced Test Administration Manual and Read Aloud Guidelines. All or portions of the content may be read aloud. Members can refer to the Guidelines for Choosing TTS or Read Aloud in Grades 3–5 when deciding if this accommodation is appropriate for a student. This accommodation is appropriate for a very small number of students. Read aloud is available as an accommodation for students whose need is documented in an IEP or 504 plan. A student should have the option of asking a reader to slow down or repeat text. The use of this accommodation may result in the student needing additional time to complete the assessment and/or the use of a separate setting.
Idaho	**Accommodation (ELA):** Read aloud (for ELA reading passages, all grades): Text is read aloud to the student via an external screen reader or by a trained and qualified human reader who follows the administration guidelines provided in the Smarter Balanced Test Administration Manual and Guidelines for Read Aloud. All or portions of the content may be read aloud. Members can refer to the Guidelines for Choosing TTS or Read Aloud in Grades 3–5 when deciding if this accommodation is appropriate for a student. This accommodation is appropriate for a very small number of students. Read aloud is available as an accommodation for students whose need is documented in an IEP or 504 Plan. A student should have the option of asking a reader to slow down or repeat text. The use of this accommodation may result in the student needing additional time to complete the assessment and/or the use of a separate setting.

Illinois	**Accommodation (ELA):**
	
	Screen Reader Version (for a student who is blind or visually impaired):
	
	Before Testing:
	
	• Identification for SR/PNP: Student's SR/PNP must have Screen Reader Version selected. Once a student is placed into a test session, the student will be assigned a Screen Reader form. For ELA/literacy, the student does not use a refreshable braille display or hard copy braille edition because they have either not yet learned, or are unable to use, braille.
	• Materials and Equipment: A hard copy braille test booklet is provided with embedded tactile graphics and is required for test administration. Counts for materials are determined from records submitted via SR/PNP prior to the deadline for paper material distribution. Reference the training modules for SR/ PNP and Editing Enrollment Counts. Any registrations that require materials submitted after the deadline for paper must be ordered via Additional Orders.
	• Screen Reader Testing: Screen reader software *SHOULD* be tested during an Infrastructure Trial. These activities will determine whether the assistive technology will interact with TestNav and can be used successfully during computer-based testing. Reference the Assistive Technology Guidelines available at the following link: il.mypearsonsupport.com.
	• Test Administrator Training: Test Administrators should review:
	  ◦ Illinois Assessment of Readiness Assistive Technology Guidelines are available at il.mypearsonsupport.com.
	  ◦ Appendix K: Illinois Assessment of Readiness for Students with Visual Impairments, Including Blindness.
	
	During Testing: A student who is blind or has a visual impairment takes the assessments using his or her preferred screen reader software, pending an Infrastructure Trial. A student who uses a screen reader will also need a hard copy braille test booklet with embedded tactile graphics. If the student is not using headphones, the student must be tested in a separate setting. Due to technical limitations, the following tools are not available for use with the Screen Reader Version: pointer, notepad, answer eliminator, magnifier, line reader, answer masking, color contrast (background/font color), ruler, protractor, and calculator.
	
	After Testing: The braille test booklets contain secure item content and should be handled as secure test materials. Test Administrators should return the braille test booklet to Test Coordinators. Test Coordinators must return the braille test booklet with the nonscorable materials.
	
	Refreshable Braille Display with Screen Reader Version for ELA/Literacy:

Before Testing:

- Identification for SR/PNP: Student's SR/PNP must have Screen Reader Version selected. Once a student is placed into a test session, the student will be assigned a Screen Reader form.
- Materials and Equipment: Refreshable braille displays and braille test booklets are required for administration.
- Screen Reader Testing: Screen reader software *SHOULD* be tested during an Infrastructure Trials. These activities will determine whether the assistive technology will interact with TestNav and can be used successfully during computer-based testing.
- Test Administrator Training: Test Administrators should review:
    - Appendix K: Illinois Assessment of Readiness for Students with Visual Impairments, Including Blindness.
    - Illinois Assessment of Readiness Assistive Technology Guidelines are available at il.mypearsonsupport.com.

During Testing: A student who is blind or has a visual impairment takes the ELA/literacy assessments using his or her preferred screen reader software, pending an Infrastructure Trial, with a refreshable braille display. A student who uses a screen reader with refreshable braille will also need a braille test booklet. If the student is not using headphones, the student must be tested in a separate setting.

After Testing: Braille test booklets contain secure item content and should be handled as secure test materials. Test Administrators should return the braille test booklets to Test Coordinators. Test Coordinators must return the braille test booklets with the nonscorable materials.

General Information about Screen Readers:

A screen reader is a software application, separate from Text-to-Speech embedded in TestNav, which conveys web content through audio. Screen readers are appropriate for students who are experienced with using the software, including those who are blind or have a visual impairment. Pearson has gone to great lengths to ensure that the TestNav system is accessible to all students. Students who take the Illinois Assessment of Readiness online using a screen reader must be able to independently navigate the online testing environment. Professionals who work with students who are screen reader users are encouraged to work with students during instructional activities to ensure that they have independent computer-access skills. The skills used to navigate the Illinois Assessment of Readiness are the same needed to access a variety of internet resources, including the ability to navigate by regions and headings and the ability to use keyboard shortcuts and lists, such as link lists. See a more comprehensive list of prerequisite skills in Section IV of this document. Additionally, at this time only the English language arts/literacy (ELA/L) assessments will be fully accessible with

	screen readers and braille displays. Work is underway to make the mathematics assessments accessible, but current assistive technology limitations prohibit the transadaptation of math into Nemeth code for display on refreshable braille devices. Students who rely on the use of Nemeth code for math should take the Paper-Based Assessment braille version of the math assessment. As with all students taking an Illinois Assessment of Readiness, students with a visual impairment, including blindness are encouraged to use the practice tests which include screen reader, large print or access to Braille Ready Files (.brf) to download a braille practice test. Practice Tests and Sample Items are currently posted on il.mypearsonsupport.com, and can be found under the Test Preparation tab. For more information about prerequisite skills, refer to the Technology Skills Checklist below.
Maine	**Accommodation (Science):** ADAM supports common screen readers across operating systems. Since screen reader makers optimize their screen readers for use with specific browsers, support within ADAM is available directly through the providers of these screen reader tools: • VoiceOver for macOS and iOS • JAWS for Chrome on Windows • ChromeVox for Chromebooks

Maryland	**Accommodation:** Screen Reader Version: Screen readers are primarily used by blind students. A screen reader provides audio output for all information shown on a monitor. The software will provide audio output for desktop icons, keystrokes, menus and text. Assessment: Some online assessments are compatible with Screen Reading Software. It is recommended to check the accessibility and accommodations manual/information for each online assessment to assess compatibility. A student who uses a screen reader may also need a tactile graphics booklet, if available, which contains only the graphics portion of test questions and visual descriptions of pictures and multimedia. Before Testing: Screen Reader software should be tested during an Infrastructure Trial with the testing platform. During Testing: Due to technical limitations, some online tools may not be available for use with the Screen Reader Version. After Testing: If a Tactile Graphics booklet is provided, these booklets contain secure information and test administrators should return the booklets to the School Testing Coordinator. Refreshable Braille Display: Refreshable Braille displays are primarily used by blind students. Refreshable Braille displays provide access to information on a computer screen by electronically raising and lowering different combination of pins in Braille cells. A student who is blind or visually impaired generally uses a Refreshable Braille display in conjunction with his or her preferred Screen Reader software. Assessment: Some online assessments are compatible with a Refreshable Braille display. It is recommended to check the accessibility and accommodations manual/information for each online assessment to assess compatibility. A student who uses a Refreshable Braille display may also need a tactile graphics booklet, if available, which contains only the graphics portion of test questions and visual descriptions of pictures and multimedia. Before Testing: A Refreshable Braille display should be tested during an Infrastructure Trial with the testing platform. The student must also be registered for Screen Reader Version (Accommodation 3b). During Testing: Due to technical limitations, some online tools may not be available for use with the Screen Reader Version and Refreshable Braille Display. After Testing: If a Tactile Graphics booklet is provided, these booklets contain secure information and test administrators should return the booklets to the School Testing Coordinator.

Massachusetts	**Accommodation:** Screen reader: ONLY for a student who is blind or visually impaired and uses the assistive technology program JAWS or NVDA • A separate hard-copy Braille edition test with the appropriate Braille graphics will be sent when screen reader is designated. • All responses must be entered on-screen, either by the student or test administrator. Refreshable Braille Display/Braille note-taker (specific external device used in conjunction with screen reader for student who is blind or has a vision impairment): A hard-copy edition of the Braille test must also be ordered. Braille writer (specific external device used in conjunction with screen reader and hard-copy Braille test)
Michigan	Screen Readers and Voice Recognition Software for M-STEP and MI-Access Assessments: Voice recognition software is incompatible with the INSIGHT system (M-STEP and MI-Access assessments). Screen readers may also be incompatible; however, educators are encouraged to test out the screen readers with the Online Training Tools (OTTs) prior to the assessment administration. Keep in mind that students who need oral presentation have other options available to them. For help in determining what might work well for students, send an email to mde-oeaa@michigan.gov. Refer to the tables included in this chapter for more information related to these supports. For additional supports questions and needs, contact the Office of Educational Assessment and Accountability (OEAA) at mde-oeaa@ michigan.gov.
Minnesota	Note: Listening to the Reading MCA (whether through a screen reader or with a human reader) rather than reading it through more traditional means (such as, text or braille) is not an allowable accommodation. The Reading MCA evaluates students' achievement on the Reading strand of the 2010 Minnesota Academic Standards.
Montana	**Accommodation (ELA, Science):** Read Aloud Passages: Text is read aloud to the student via an external screen reader or by a trained and qualified human reader who follows the administration guidelines provided in the Read Aloud Guidelines (See Appendix B). All or portions of the content may be read aloud. This accommodation is appropriate for a very small number of students. Read aloud is available as an accommodation for students whose need is documented in an IEP or 504 plan. A student should have the option of asking a reader to slow down or repeat text. The use of this accommodation may result in the student needing additional time to complete the assessment or the use of a separate setting.

Nevada	**Accommodation (ELA):** Read aloud (for ELA reading passages, all grades): Text is read aloud to the student via an external screen reader or by a trained and qualified human reader who follows the administration guidelines provided in the Smarter Balanced Test Administration Manual and Read Aloud Guidelines. All or portions of the content may be read aloud. Members can refer to the Guidelines for Choosing TTS or Read Aloud in Grades 3–5 when deciding if this accommodation is appropriate for a student. This accommodation is appropriate for a very small number of students. Read aloud is available as an accommodation for students whose need is documented in an IEP or 504 plan. A student should have the option of asking a reader to slow down or repeat text. The use of this accommodation may result in the student needing additional time to complete the assessment or the use of a separate setting.

New Jersey	**Accommodation (ELA):** Screen Reader: A screen reader is a software application, separate from text-to-speech embedded in TestNav, which conveys web content through audio. Screen readers are appropriate for students who are experienced with using the software, including those who are blind or have a visual impairment. Pearson has gone to great lengths to ensure that the TestNav system is accessible to all students. Students who take the NJSLA and NJGPA online using a screen reader must be able to independently navigate the online testing environment. Professionals who work with students who are screen reader users are encouraged to work with students during instructional activities to ensure that they have independent computer-access skills. The skills used to navigate the NJSLA and NJGPA are the same needed to access a variety of internet resources, including the ability to navigate by regions and headings and the ability to use keyboard shortcuts and lists, such as link lists. See a more comprehensive list of prerequisite skills in Section IV of this document. Additionally, at this time only the English language arts (ELA) New Jersey assessments will be fully accessible with screen readers and braille displays. Work is underway to make the mathematics assessments accessible, but current assistive technology limitations prohibit the transadaptation of math into Nemeth code for display on refreshable braille devices. Students who rely on the use of Nemeth code for math should take the Paper Based Assessment braille version of the math assessment. As with all students taking the NJSLA and NJGPA, students with a visual impairment, including blindness are encouraged to use the NJSLA and NJGPA practice tests which include screen reader, large print or access to Braille Ready Files (.brf) to download a braille practice test. Practice Tests and Sample Items are currently posted on the NJSLA and NJGPA websites. For more information about prerequisite skills, refer to the Technology Skills Checklist below. Refreshable Braille Display: Students who use a screen reader can also access the English language arts (ELA) assessments using a refreshable braille display. Students who choose to take advantage of refreshable braille during the NJSLA and NJGPA should be comfortable and independent with using a refreshable braille display in instructional activities prior to using one in an assessment environment. As stated above, students and professionals are encouraged to use the Practice Tests in order to become familiar and comfortable with the NJSLA and NJGPA Computer Based Assessments. For more information about prerequisite skills, refer to the Technology Skills Checklist below.
North Carolina	**Accommodation:** Assistive technology: Students may use talking word processors or screen-reading software (i.e., the computer reads aloud what the student has entered) as an accommodation. If using talking word processors or screen-reading software, the student must use headphones. If the student does not use headphones, the student must also receive the Testing in a Separate Room (one-on-one) accommodation.

Ohio	**Accommodation (ELA):** Read-aloud on English language arts: "Read-aloud" as a general term is when a student is administered a test via text-to-speech, human reader, screen reader or sign language interpreter. The read-aloud accommodation for the English language arts test is intended to provide access for a very small number of students to printed or written texts on the tests. These students have print-related disabilities and otherwise would be unable to participate in the state tests because their disabilities severely limit or prevent them from decoding, thus accessing printed text. Because students who require this accommodation are unable to access printed text, they must have a read-aloud for the entire test, including the items, answer options, charts/graphs/figures and passages. This accommodation is not intended for students reading somewhat (only moderately) below grade level. Reading only questions and answer options to a student is not allowable on the ELA test. If a student qualifies for this accommodation, then they must have the entire test read, including the passages. In making decisions on whether to provide a student with this accommodation, IEP teams and 504 plan coordinators should consider whether the student has: • A disability that severely limits or prevents the student from accessing printed text, even after varied and repeated attempts to teach the student to do so (for example, the student is unable to decode printed text); OR • Blindness or a visual impairment and has not learned (or is unable to use) braille; OR • Deafness or hearing loss and is severely limited or prevented from decoding text due to a documented history of early and prolonged language deprivation. Before documenting the accommodation in the student's IEP or 504 plan, IEP teams and 504 plan coordinators also should consider whether: • The student has access to printed text during routine instruction through a reader or other spoken-text audio format accessible educational materials (AEM) or sign language interpreter; • The student's inability to decode printed text or read Braille is documented in evaluation summaries from locally administered diagnostic assessments; • The student receives ongoing, intensive instruction or interventions in foundational reading skills to continue attaining the important college- and career-ready skill of independent reading. For information about who needs AEM, how to obtain AEM and tools to support AEM, visit the Assistive Technology & Accessible Educational Materials Center. IEP teams and 504 plan coordinators make decisions about who receives this accommodation. Schools should use a variety of sources as evidence (including state assessments, district assessments and one or more locally administered diagnostic assessments or other evaluation). For students who

	receive this accommodation, no claims should be inferred regarding the student's ability to demonstrate foundational reading skills. Refer to the Test Administration Manual Appendix B: Supplemental Instructions for Oral Translation and Human Reader for Online Test Administrations for more information about administering a test through a human reader. **Accommodation:** Screen reader mode: Screen reader mode is for students with visual impairments who use screen readers. Students who do not use screen readers should not use screen reader mode. Screen reader mode changes the presentation of items and removes some features. Students working in this mode do not have the same access to tools. Additional information about the screen reader and functionality is in the Test Administration Manual, Practice Test Guidance Document and TIDE User Guide. Only students who meet the criteria to have a read-aloud accommodation on the English language arts test may use this feature for English language arts. Screen reader mode is not available for grade 8 science or biology. By design, screen reader mode does not render simulations and displays alternate text that describes the key information about the simulation needed to answer the associated items. Screen reader mode is not available for these tests because they contain simulations that cannot be adequately described due to the complexity of the simulations.

Oregon	**Accommodation (ELA):** Audio Transcript (for ELA Listening stimuli) (Should ONLY be turned on for students who will also be using Closed Captioning): Provides a written transcript of the audio stimuli that can be read by screen readers, or functions as a static document for students who cannot keep up with the closed captioning. JAWS may take the written transcript and send it to a refreshable Braille display if the student uses that functionality. Audio Transcripts are only available for Listening items which are tagged for Closed Captioning and are not available for all ELA Listening items. Students may have difficulty hearing the listening portion of the passage and also do not have enough functional vision to read the closed captioning provided for the passage. Students who are visually impaired, or blind and deaf or hard of hearing AND who use Braille may have access to this support. The Audio Transcript and Closed Captioning accommodations must both be assigned in TIDE in order to activate this support in the test. Turning Audio Transcript on for students who are not also using Closed Captioning may cause confusion since it will not be available for all items they encounter on the test. Read Aloud (for ELA reading stimuli): Text is read aloud to the student via an external screen reader or by a trained and qualified human reader who follows the administration guidelines provided in the Read Aloud Guidelines for our ELA and Mathematics assessments, including the student's responses to constructed-response items. All or portions of the approved content may be read aloud. Refer to the Guidelines for Choosing the Read Aloud Accommodation when deciding if this accommodation is appropriate for a student. This accommodation is appropriate for a very small number of students. Read aloud is available as an accommodation for students whose need is documented in an IEP or 504 plan. A student should have the option of asking a reader to slow down or repeat text. The use of this accommodation may require the use of a separate setting.

Pennsylvania	**Accommodation (Presentation):** Computer Assistive Technology: Computer assistive technology (CAT) includes computer software and hardware, such as screen readers and screen enlargement applications (e.g., Kurzweil, Read & Write Gold). CAT helps students with vision impairments or a disability that severely limits or prevents the student from accessing the test. Intended for students who do not access instructional and testing materials through typical means such as the hard copy test booklet. If the assistive technology must have access to the internet to operate, the device must be securely configured and requires an assurance submission to PDE. See Unique Accommodation Assurance. NOTE: Online accommodations and tools may provide sufficient support for testing; see online tutorial. **Accommodation (Response):** Computer Assistive Technology: Computer assistive technology (CAT) includes computer software and hardware, such as voice recognition programs (e.g., Kurzweil, Read & Write Gold, Text Help, Dragon Naturally Speaking), screen enlargement applications, and devices to help perform navigation tasks. CAT helps students with mobility/sensory impairments, or a disability that severely limits or prevents the student from expressing written language even after varied and repeated attempts to teach the student to do so. Intended for students who cannot access testing materials through the hard copy test booklet or the online test. If the assistive technology must have access to the internet to operate, the device must be securely configured and requires an assurance submission to PDE. See Unique Accommodation Assurance. Responses must be transcribed directly from the CAT screen into the student's regular test booklet or online test. Responses may not be sent to printer or emailed for printing. NOTE: Online accommodations and tools may provide sufficient support for testing; see online tutorial. *General Guidelines for Computer Assistive Technology (CAT):* It should be noted that the availability of the online version of the PSSA and Keystone tests may provide sufficient support and meet the needs of the student for testing without the use of additional CAT programs. CAT may include computer software and hardware, such as electronic screen readers, voice recognition or voice-to-text programs (Kurzweil, Read & Write Gold, Text Help, Dragon Naturally Speaking, etc.). Use of CAT is intended for a student with a disability that precludes them from accessing testing materials through the hard copy test booklet or the online test. It is not intended for the student who is simply performing below grade level. The student uses CAT routinely during classroom instruction and assessment in this subject (both before and after the test is administered). The use of CAT is documented in the student's IEP or 504 Plan. A Unique Accommodation Assurance must be submitted to PDE PRIOR to testing windows. See Unique Accommodation Assurance. If the

	CAT unique accommodation is used, the SAC must disable the grammar, spelling, word prediction with topic specific dictionary, internet, thesaurus, dictionary and all other functions and stored files that might cue the student in any way. Audio function is not allowable for ELA and literature tests. If the assistive technology must have access to the internet to operate, the device must be securely configured according to the Supplemental Guidelines for locking down a device. Responses must be transcribed directly from the CAT screen into the student's regular test booklet or online test.
Rhode Island	**Accommodation (ELA, Math):** Refreshable Braille: Refreshable Braille in UEB is available. Order a paper edition of Braille for tactile graphics. Use a braille reader in conjunction with a screen reader. Screen Reader: This is a special format of the computer-based test for a student who is blind or visually impaired that can be used to run an assistive technology application (e.g., JAWS, NVDA, etc.) for browser navigation and to deliver the computer-based test. Screen Reader is generally used in conjunction with Refreshable Braille or hard-copy braille test. • If *Spell Check* is also selected, the student must use a spell-checking program on a second computer. • Mathematics tests: a braille hard-copy test will automatically be mailed so students will have all figures and graphics. • ELA tests: a braille hard-copy test for ELA will automatically be mailed only if graphics are included in the test. • **Screen reader is different from Assistive Technology and Text-to-Speech. Please make sure you select the correct accommodation.** **Accommodation:** Braille Writer: Braille writer can be used in conjunction with a screen reader for the online test.

South Dakota	**Accommodation (ELA):** Read Aloud (for ELA reading passages): Text is read aloud to the student via an external screen reader or by a trained and qualified human reader who follows the administration guidelines provided in the South *Test Administration Manual* and *Read Aloud Guidelines*. All or portions of the content may be read aloud. Members can refer to the *Guidelines for Choosing the Read Aloud Accommodation* when deciding if this accommodation is appropriate for a student. This accommodation is appropriate for a **very small number** of students. Read aloud is available as an accommodation for students whose need is documented in an IEP or 504 plan. A student should have the option of asking a reader to slow down or repeat text. The use of this accommodation may result in the student needing additional time to complete the assessment and/or the use of a separate setting. **Accommodation (ELA, Math):** Students who are blind and who prefer to use braille should have access to either screen reader support with refreshable braille (only for ELA) or screen reader support with on-site embosser-created braille (for ELA or math). Students who are blind may also take a paper-pencil form of the assessment in braille. Various braille codes are offered for both online and paper-pencil braille. For those students who are blind and prefer to use text-to-speech, access to text-to-speech should be provided for the math test, and for ELA items only (text-to-speech is not available on ELA reading passages without a specific documented need in the student's IEP or 504 plan). Non-embedded read aloud accommodation in all grades is available for students who have an indicated need on ELA reading passages in their IEP or 504 plan. Students should participate in the decision about the accommodation they prefer to use, and should be allowed to change during the assessment if they ask to do so. Students can have access to both braille and text-to-speech that is embedded in the state assessment system.

Utah	**Accommodation:** Braille/Screen Reader for Students Who Are Blind or Visually Impaired: Braille is a method of reading a raised dot code with the fingertips. Not all students who are blind or visually impaired read braille fluently or choose braille as their primary mode of reading. Even if they use braille as their primary mode of reading, students should also build skills in using electronic formats such as audio recordings and synthesized speech. Tactile graphic images provide graphic information through fingers instead of eyes. Graphic material (e.g., maps, charts, graphs, diagrams, illustrations) is presented in a raised format. Tactile sensitivity (recognizing graphic images through touch) is less discriminating than visual reading, making many diagrams too complicated to understand without significant additional information. Braille and/or tactile graphics may be used for instruction and assessment. Auditory descriptions of graphics may be available on assessments. Screen reading software, which includes both text and graphics description for students who are blind or visually impaired, can be used for instruction or assessment. Some screen readers, such as JAWS, are developed for computer users whose vision loss prevents them from seeing screen content. A refreshable braille display or braille terminal is an electro-mechanical device for displaying braille characters, usually by means of raising dots through holes in a flat surface. Computer users who are blind or visually impaired may use refreshable braille to read text output. Some students may need human assistance to enter responses, which is allowed for students using this accommodation.
Washington	**Accommodation (ELA, Math):** Braille testing through the Test Delivery System (TDS) is available for ELA and math tests only. TDS delivers the test content to a braille embosser or a Refreshable Braille Display (RBD) via the JAWS screen reader. Questions that contain only text are sent to an RBD. Questions containing text and images that cannot be read by an RBD are sent to a braille embosser. All math test content is delivered in Nemeth Braille via a braille embosser.

West Virginia	**Accommodation:** Screen-reading software used with computer: Screen-reading software provides text-to-speech translation for students who are blind or have low vision. Job Access with Speech (JAWS) is a screen reader program that allows blind and visually impaired users to read the screen either with text to speech output or by a refreshable braille display. JAWS provides speech and braille output for most computer applications. For students who routinely use JAWS or other screen reader for navigation and access to screen information. For students with visual impairments and for whom the use of screen-reading software is the typical mode of navigation of computer and accessing written material. Notes for implementation: • Screen readers are allowed only when they are typically accessed during instruction. • On NAEP the text-to-speech function is a built-in universal design element. This is not the same accommodation as a text-to-speech (see P01 or P13). • JAWS 18 is the recommended version for ELA and mathematics. Older versions are not supported. • See test administration manuals for more information and select other accommodations that could provide access when the student uses earlier versions of JAWS, or another screen-reading software is used to provide access.
Wyoming	**Accommodation (ELA):** Human reader (available for items and/or passages on ELA and Writing assessments): Text is read aloud to the student via external screen reader or by a trained and qualified staff member who follows the administration guidelines provided in Appendix B: Read Aloud Protocol. All or portions of the content may be read aloud. Human reader is available as an accommodation for students whose need is documented in an IEP or 504 Plan. ELL Students may only receive this accommodation if it is documented in their IEP or 504 Plan. A student should have the option of asking a reader to slow down or repeat text. Human reader should only be used with students who practice and use this accommodation routinely during daily instruction. Read Aloud should NOT be used as a substitute for braille or Nemeth Braille Code for students who routinely access information through braille or Nemeth Braille Code. Human reader can be used in ADDITION to braille or Nemeth Braille Code for students who are blind AND also routinely use a reader for that subject. The use of this accommodation may result in the student needing additional time to complete the assessment or the use of a separate setting.

Footnotes

- **[1]**
  States' accessibility policies on screen reader were obtained through the examination and analysis of publicly available information, including accommodations manuals or other policy documents, on state department of education websites. The policies were gathered from states' websites in June 2023.The information in the tables from each state was coded based on information in the state policy.

- **[2]**
  Universal Features are available to all students as they access instructional or assessment content. *Designated Features* are available to any student as long as an educator (or team of educators, with student and parent input) indicates that they would be helpful given the student's characteristics and needs. *Accommodations* are changes in procedures or materials ensure equitable access to instructional and assessment content and generate valid assessment results for students who need them. Accommodations are generally available to students for whom there is documentation on an individualized education program (IEP) or 504 accommodations plan; some states also have offered accommodations to English learners.

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